

EDUC90366 ICT in Primary Education

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 85 hours
Prerequisites:	Admission to the Master of Teaching (Primary)
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
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Subject Overview:	<p>Rationales for, and processes of, integrating ICT use across the primary curriculum will form the basis on which the subject is constructed. Teacher candidates will be active learners, from a constructivist perspective, as they develop a range of pedagogical strategies that are appropriate for using technology with children, together with a practical framework for integrating ICT into teaching and learning throughout all levels and subject areas. This framework is based on recent research into teaching and learning with educational technologies and incorporates current state and national curriculum documents and initiatives relating to ICT and electronic learning.</p> <p>Workshop tasks and activities will enhance the development of concepts and practices for primary classroom use of ICT to assist learners to communicate, to express their ideas, to visualise their thinking, and to be creative.</p>
Learning Outcomes:	<p>On completion of this subject teacher candidates will be able to demonstrate that they:</p> <ul style="list-style-type: none"> # Understand the application of various facets of ICT in a variety of primary school settings. # Have acquired personal ICT competencies that are demonstrated in the ability to: # Create teaching and learning materials that incorporate appropriate ICT use; # Locate and evaluate relevant curriculum and support material from a variety of online sources; # Design and implement lessons and units that integrate student use of ICT; # Be confident, proficient and enthusiastic in their personal and professional use of ICT. # Are aware of the statutory professional standards relating to ICT that are required of all Victorian Primary teachers.
Assessment:	Class activities (400 words equivalent) due throughout semester, 20% Critique of ICT use in the classroom (400 words) due early/mid semester, 20% Report on planning, implementing and

	evaluating ICT use in the classroom (1200 words) due end of semester, 60% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Collection of readings supplemented by online resources
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Primary)